Washington State Fire Protection Policy Board
Fire Service Training and Education Advisory Committee
State Fire Training & Education Master Plan

1. Introduction

In 2004 the Washington State Fire Protection Policy Board appointed the Washington State Fire Service Training and Education Advisory Committee. The committee reported directly to the Policy Board, serving in an advisory capacity. Committee make-up was intended to provide a cross sectional representation of the state's fire service.

The primary focus of the Committee was to fulfill the directives established by the Revised Code of Washington and the Policy Board. These directives concentrated on efforts related to developing and recommending a *State Fire Training and Education Master Plan* ("Plan"). If adopted by the Policy Board, the primary purpose of the Plan shall be to provide general guidance for the programs administered by the Washington State Patrol's Fire Protection Bureau. The Plan content attempts to account for local diversity within the state's fire service.

Major components of this document include:

Vision Statement – A statement which describes what the Plan seeks to achieve.

Value Statements – Establish the fundamental principles used to define what the Plan holds to be of significant importance. Value statements describe the Plan's guiding principles and general operating philosophies.

Strategies– Strategies provide broad statements that define a general course-of-direction. Strategies describe the major programs and activities the Plan intends to address.

Goals – Goals provide measurable milestones that identify the incremental steps required for meeting each strategy. Goals are used principally to measure progress towards completing Plan strategies.

2. Committee Members

The various organizations and their representatives included:

<u>Washington Fire Commissioners Association</u>
> Jack Hensley, Fire Commissioner - Spokane County Fire District 4

<u>Washington State Association of Fire Chiefs</u>
> Mark Anderson, Fire Chief - Burlington Fire Department
> Brian VanCamp, Fire Chief - Thurston County Fire District 8

<u>Washington State Fire Training and Safety Officers</u>
> Vic Leatzow, Fire Chief - Cowlitz County Fire District 5 (later represented WSAFC)
> Larry Mummey - Spokane Fire Department
> Tom Taylor, Assistant Chief of Operations - Moses Lake Fire Department

State Board for Community and Technical Colleges
>   Pat Ward, Program Administrator

Washington State Fire Service Education Association
>   Eric Quitslund, Battalion Chief - South Kitsap Fire & Rescue, Kitsap Training Officers
>   Patrick McVicker, Department Chair - Skagit Valley Community College

Washington State Fire Marshals Association
>   Lisa Jones, City of Spokane Fire Dept
>   Jim Crawford, City of Vancouver Fire Dept

Washington State Council of Firefighters
>   Todd Plumb, Suppression Captain - City of SeaTac Fire Department

Washington State Fire Fighters Association
>   Michael Ellsworth, Spokane County Fire District 4
>   Ron Roy, Douglas County Fire District 2
>   John Ostergard, Thurston County Fire District 6

Metro Fire Departments
>   John Lecoq, Training Captain - City of Renton, King County Fire Training Officers
>   Jolene Davis, Training Captain - City of Tacoma Fire Department

Industrial Fire Departments
>   Randy Krause, Boeing Fire Department

Members at Large
>   Bill Tensfeld, Fire Chief - Whitman County Fire District 7

Office of the State Fire Marshal, Fire Protection Policy Board
>   Mike Matlick, State Fire Marshal
>   Chuck King, Chief Deputy State Fire Marshal
>   Paul Snider, Chief Deputy State Fire Marshal
>   Frank Garza, Fire Training Academy Director
>   Heather Smith, Washington State Fire Marshal's Office
>   Bob Barnard, Contractor to State Fire Marshal Office
>   Jim Broman, Fire Protection Policy Board - Thurston County Fire District 3
>   T. J. Nedrow, Fire Protection Policy Board - Thurston County Fire District 3
>   Sharon Colby, Fire Protection Policy Board - Spokane Fire District 3

3. Plan Vision & Values

Vision[1]:

A fire service training and education system that promotes a spirit of collaboration and service excellence statewide.

Value Statements:

The Plan shall incorporate the following values:

- **Quality Service** – Fire protection agencies exist for the sole purpose of protecting local communities, making local citizens the customers to be served. The ultimate goal of fire service training and education is to support local fire protection agencies in providing quality service to their citizens.

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[1] Based upon *Washington State Fire Service Vision*, March 1991.

- **Performance Excellence** – Peak performance is fundamental to superior customer service. Performance excellence is only achieved when performance standards are clearly defined, peak performance is routinely exemplified, and performance is held accountable.

- **Interoperability** – Individual fire protection agencies function within a system of providers. Efficient interagency operations require the interoperability that comes with compatibility. Compatibility occurs when standards are applied uniformly, performance is validated, and portability of training and education exists regionally.

- **Performance Standards** – State and nationally recognized professional qualification standards promote interoperability. Training programs, curriculums, and competencies should be based on industry standards to facilitate interoperability between agencies.

- **Educational Excellence** – Quality performance is achieved when training and educational systems deliver standardized programs, using qualified and competent instructors, who deliver relevant training and education, using state-of-the-art curriculum, and realistic performance measures.

- **Collaboration of Resources** – Financial responsibility and fiscal efficiency are both ethical obligations and necessary. Therefore, the Plan promotes quality services through programs that promote the coordination of shared resources, creative cost control measures, and interagency collaboration.

- **Commitment to Safety** - The health, safety, and welfare of fire protection personnel and the public they serve is a fundamental responsibility of all fire service training and education programs. The overriding philosophy of training and education shall be to ensure that "everyone goes home."

4. Strategies and Goals

In order to address the very diverse subject of fire service training & education, the Plan was developed to offer six basic strategies that would guide the development and adoption of a finite set of goals. These goals would then each guide [future] work on specific objectives (with defined performance measures) to create programs and formulate policy. The combination of the strategies & goals provide an overall [high-level] picture of the desired outcomes for a statewide fire training & education policy and a plan for the steps necessary to implement them.

The Plan was developed to provide a logical order for one strategy building upon one another. By properly defining a roadmap for individuals to follow in their fire service career[2], standards must be recognized to ensure consistency & quality of training & education, tools necessary for providing training must established and all conducted in a safe environment with verifiable results.

By their very nature, the character of the goals may change as needs and circumstances change. It is recommended that they be reviewed (and updated as needed) on an annual basis in order to ensure consistency with the Plan's vision, values and strategies.

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[2] "Career" for the purposes of the Plan does not distinguish between occupational status, i.e. volunteer or paid staff.

Strategy 1--Road Map: Adopt a professional development plan that outlines the knowledge, skills, and abilities needed to qualify fire protection personnel at the levels needed to perform the diverse array of fire service functions selected by the local fire protection agency.

Goal 1.1   Adopt policy regarding recommended standards of training ("road map") that considers local fire department capabilities and the attendant need for training & education for core capabilities (e.g. wildland firefighting, structural firefighting), prevention & public education, specialized training (e.g. technical rescue, air-craft/shipboard firefighting) and enhanced training (e.g. supervisory & managerial). The "road map" must consider a variety of paths for the individual.

Goal 1.2   Adopt the International Association of Fire Chiefs "pyramid" model for fire service training & education and correlate it to the overall "road map" with specific standards and programs, especially those of a non-uniform nature (e.g. public education, fire prevention, ect.). The model must reflect the training and education necessary for a potential career progression of an individual from entry into the fire service through the top most levels of fire department executive management.

Goal 1.3   Identify those areas in the model that it will adopt as a state responsibility, and provide coordination with those opportunities best provided at a local, state, and national level.

Goal 1.4   Coordinate the state fire training and education master plan with the statewide fire prevention plan.

Strategy 2--Standards: Adopt current professional qualification standards for each level of job performance responsibility within the fire service.

Goal 2.1   Adopt appropriate nationally recognized standards for any and all jobs conducted by the fire service community. The Board has already established standards & accreditation processes for a growing number of skill levels (see *Appendix 2.1*).

Goal 2.2   Adopt certain basic minimum criteria to ensure safe & effective joint operations at mutual aid incidents and mobilization events recognizing the array of local community risk needs and fire department capabilities.

Goal 2.3   Adopt professional qualification standards and competencies for practitioners of public fire and life safety education programs, plan review fire code enforcement programs.

Objective 2.3.1: Collaboratively provide nationally accredited certification for those meeting professional qualification standards.

Objective 2.3.2: Develop and provide accreditation for effective local fire prevention and life safety education programs.

Strategy 3--Access: Enhance the ability for fire protection agencies to access quality training and education programs for local delivery. Facilitate readily available access for local fire protection agencies to obtain information, curriculum and assistance from an array of sources of training & education.

Goal 3.1 Adopt policy that ensures quality core fire service training delivery to 90% of students throughout the state within 90 minutes of their residence. This core training will include live-fire combat exposure in as realistic manner as possible. The live-fire training may be conducted in either fixed regional sites or mobile live-fire props. Further, curriculum and instructors will be provided for classroom instruction in a local setting.

> Objective 3.1: A training program will be developed that combines both on-site and outreach training. This will be done in a three-tier system: 1) The State Fire Training Academy in North Bend, 2) a collection of regional sites throughout the state, and 3) local delivery at the county or fire department level.

Goal 3.2 Provide coordination and promote sharing of training resources between agencies on a local and regional basis to more efficiently utilize limited resources

Goal 3.3 Provide a statewide system to distribute fire service training and education information and resources.

> Objective 3.3.1: Develop an Internet based "central repository" to disseminate information about fire service training and education events including local classes, college courses, and other scheduling information.

> Objective 3.3.2: Develop and coordinate the gathering of information and resources from a wide array of organizations regarding fire service training and education opportunities.

> Objective 3.3.3: Establish a statewide distribution system to assist regions with training and education schedules, enrollments, materials and other information.

Goal 3.4 Consider & support employment of emerging technology in an effort to incorporate enhancements that will increase the quality and delivery efficiency of training and education programs. This is a key element of Goal 3.3 and the "central repository".

Goal 3.5 Work with the State Board for Community and Technical Colleges to support standardization and coordination of academic, vocational, and field training programs for the fire service.

Goal 3.6 Support the state's community colleges, technical colleges, and four year universities and colleges in delivering a coordinated and uniform system of career-preparatory and professional development training and education.

> Objective 3.6.1: The Washington State Fire Service Education Association (WSFSEA) will create a fire science associate degree model curriculum for the state's college fire science degree programs. The curriculum will focus on producing graduating students who are immediately employable in the fire service as entry-level career firefighters.

> Objective 3.6.2: The WSFSEA will create a professional development associate degree model curriculum fire service professional development degree programs. The degree will be developed as a transfer program, articulating into bachelor-level degree programs in Washington State universities and colleges.

Objective 3.6.3: The WSFSEA will collaborate with Washington universities and colleges to produce articulation agreement models for transfer into business administration, public service administration and/or fire service administration bachelor-level degree programs for administrative fire officer development.

Objective 3.6.4: Washington's community and technical colleges that provide fire science degree programs will become accredited to serve as testing venues for the Washington State Patrol's IFSAC certification processes.

Goal 3.7   Collaboratively provide training and education courses that take advantage of existing services (e.g. state training academy, community and technical colleges) and move practitioners toward professional qualification standards.

Strategy 4--Training Facilities: Support development of the training and education facilities that meet the training needs of local fire protection agencies.

Goal 4.1   Provide regional facilities that enable all firefighters in the state to complete those training programs identified as core competencies needed in responding to emergency incidents (see *Appendix 4.2*).

Objective 4.1.1: Develop and implement a plan to create or enhance training props and infrastructure at regional enhanced-skills training facilities.

Objective 4.1.2: Develop and implement a plan to create or enhance training props and infrastructure at core-skills training facilities.

Objective 4.1.3: Develop and implement a plan to enhance training props and infrastructure at the Fire Training Academy.

Goal 4.2   Provide regional facilities that enable all firefighters, apparatus operators and company officers in the state to complete those training programs identified as enhanced competencies needed in responding to emergency incidents (see *Appendix 4.2*).

Objective 4.2.1: Identify areas of the state where regional training facilities that enable completion of enhanced training and testing are not available to firefighters within a maximum two-hour travel time.

Objective 4.2.2: Create and enhance regional training facilities as needed that enable completion of enhanced competency training and testing for all state firefighters within a maximum two-hour travel time.

Goal 4.3   Promote, support and enhance the Fire Training Academy's capacity, facilities and props beyond those available at the regional facilities fire service training.

Objective 4.3.1: Evaluate existing and future fire training props and infrastructure at the Fire Training Academy based upon *Appendix 4.2* (See attachment to Appendix 4.2)
- Those offered locally
- Those offered regionally
- Those offered at the Fire Training Academy

Objective 4.3.2: Develop and implement a plan to enhance training props and infrastructure at the Fire Training Academy (also refer to *Objective 4.1.3*).

Strategy 5--Safety: Incorporate existing industry initiatives and seek new methods to focus on enhancing fire protection personnel safety.

Goal 5.1   Identify and promote a safety culture work environment in daily operations.

Objective 5.1.1: Provide ongoing risk management program to identify hazards, and minimum risks associated with workplace safety in accordance with WAC 296-305[3] "Vertical Standards" and NFPA Standard 1500[4].

Objective 5.1.2: Promote state support in use of Washington Administrative Code (WAC) 296-305 and National Fire Protection Association (NFPA) Standards 1001[5], 1500, 1521[6], 1561[7], 1403[8], and 1582[9].

Objective 5.1.3: Provide safety curriculum and facilities, apparatus for equipment, and training curriculum links offered by organizations to support daily operations, i.e. International Association of Fire Fighters, International Association of Fire Chiefs, National Volunteer Fire Council and the National Fallen Firefighters' Foundation.

Goal 5.2   Identify and promote a health and wellness culture.

Objective 5.2.1: Develop guidelines and programs embracing NFPA Standards 1521, 1582 and 1583[10].

Objective 5.2.2: Encourage public and private relationships for support and delivery of guidelines and programs.

Goal 5.3   Promote the role of leadership in safety.

Objective 5.3.1: Promote delivery of IAFC development model (refer to *Goal 1.2*).

Objective 5.3.2: Provide curriculum embracing NFPA Standards 1041[11], 1403, 1500, 1561 for delivery regionally.

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[3] Washington Administrative Code 296-305 Safety Standards for Fire Fighters

[4] NFPA 1500 Standard on Fire Department Occupational Safety and Health Program, 2007 Edition

[5] NFPA 1001 Standard for Fire Fighter Professional Qualifications, 2002 Edition

[6] NFPA 1521 Standard for Fire Department Safety Officer, 2008 Edition

[7] NFPA 1561 Standard on Emergency Services Incident Management System 2002 Edition

[8] NFPA 1403 Standard on Live Fire Training Evolutions, 2007 Edition

[9] NFPA 1582 Standard on Comprehensive Occupational Medical Program for Fire Departments, 2007 Edition

[10] NFPA 1583 Standard on Health-Related Fitness Programs for Fire Fighters, 2000 Edition

[11] NFPA 1041 Standard for Fire Service Instructor Professional Qualifications, 2007 Edition

Goal 5.4 Promote a safety focus in all training.

      Objective 5.4.1: Provide and support state fire training guidelines embracing WAC 296-305, NFPA Standards 1041, 1401, 1500 and 1521.

      Objective 5.4.2: Provide curriculum embracing WAC 296-305, NFPA Standards 1500 and 1521 for delivery regionally.

      Objective 5.4.3: Provide operational verification documentation and reporting mechanism embracing WAC 296-305 and NFPA Standard 1401.

Strategy 6 -- Competency: Incorporate programs that measure competency through quality instruction and resulting performance of the responder.

Goal 6.1 Use qualified instructors for training program delivery.

      Objective 6.1.1: Provide instructor development and continuing education in accordance with Washington State standards.

      Objective 6.1.2: Provide instructor certification using Washington State standards.

      Objective 6.1.3: Provide a periodic review of instructor performance based on Washington State standards.

      Objective 6.1.4: Provide a database of qualified instructors by subject matter and curriculum.

      Objective 6.1.5: Utilize subject matter experts that have been endorsed by their respective industry/discipline in conjunction with certified fire service instructors.

Goal 6.2 Increase fire service personnel competency based on Washington State standards developed in *Strategy 2*.

      Objective 6.2.1: Provide a database of certified individuals at all levels.

      Objective 6.2.2: Perform initial competency evaluation for all fire service jobs based on Washington State standards.

      Objective 6.2.3 Audit ongoing fire service personnel competency based Washington State standards.

      Objective 6.2.4: Increase the use of the Washington State certification system for all fire service personnel.

Appendix 2.1
LISTING OF FIRE SERVICE CERTIFICATIONS

WASHINGTON STATE PATROL FIRE PROTECTION BUREAU

Accredited Discipline Level	Standard/Edition	Method Date
AIRPORT FIRE FIGHTER	NFPA 1003 (2000)	SV 03/13/05
FIRE FIGHTER I	NFPA 1001 (2002)	SV 03/13/05
FIRE FIGHTER II	NFPA 1001 (2002)	SV 03/13/05
FIRE INSPECTOR I	NFPA 1031 (2003)	SV 03/13/05
FIRE INVESTIGATOR	NFPA 1033 (2003)(U)	SV 03/13/05
FIRE OFFICER I	NFPA 1021 (2003)	SV 03/13/05
FIRE OFFICER II	NFPA 1021 (2003)	SV 03/13/05
FIRE SERVICE INSTRUCTOR I	NFPA 1041 (2002)	SV 03/13/05
FIRE SERVICE INSTRUCTOR II	NFPA 1041 (2002)	SV 03/13/05
HAZARDOUS MATERIALS AWARENESS	NFPA 472 (2002)	SV 03/13/05
HAZARDOUS MATERIALS OPERATIONS	NFPA 472 (2002)	SV 03/13/05
HAZARDOUS MATERIALS TECHNICIAN	NFPA 472 (2002)	SV 03/13/05
PUBLIC FIRE & LIFE SAFETY EDUCATOR I	NFPA 1035 (2000)	SV 03/13
MARINE FIREFIGHTING FOR LAND BASED FF AWARENESS	WA STATE STD (2001)	SV 03/13/05

IFSAC Certifications Offered Elsewhere

Accredited Discipline Level	Standard/Edition	Method Date
Driver Operator Series:		
DRIVER/OPERATOR PUMPER	NFPA 1002 (2003)	SV 10/12/04
DRIVER/OPERATOR AERIAL	NFPA 1002 (2003)	SV 06/04/05
DRIVER/OPERATOR ARFF	NFPA 1002 (2003)	SV 08/19/06
DRIVER/OPERATOR TILLER	NFPA 1002 (2003)	SV 08/19/06
DRIVER/OPERATOR MOBILE WATER SUPPLY	NFPA 1002 (2003)	AR 07/07/06
DRIVER/OPERATOR WILDLAND FIRE APPARATUS	NFPA 1002 (2003)	SV 10/07/04
Fire Safety Officer series:		
FIRE SAFETY OFFICER	NFPA 1521 (2002)	SV 08/19/06
Inspector and Plan Review Series:		
FIRE INSPECTOR II	NFPA 1031 (2003)	SV 12/09/04
FIRE INSPECTOR III	NFPA 1031 (2003)	SV 12/09/04
PLANS EXAMINER I	NFPA 1031 (2003)	AR 07/07/05
PLANS EXAMINER II	NFPA 1031 (2003)	AR 07/07/05
Fire Officer Series:		
FIRE OFFICER III	NFPA 1021 (2003)	SV 12/09/04
FIRE OFFICER IV	NFPA 1021 (2003)	SV 12/09/04
EMS Haz Mat Series:		
EMS HAZARDOUS MATERIALS I	NFPA 473 (2002)	SV
EMS HAZARDOUS MATERIALS II	NFPA 473 (2002)	SV 12/16/04
HzMat Series:		
HAZARDOUS MATERIALS INCIDENT COMMANDER	NFPA 472 (2002)	SV 03/30/06
HAZARDOUS MATERIALS BRANCH OFFICER	NFPA 472 (2002)	SV 03/25/04
Industrial Brigade Series:		
INDUSTRIAL FIRE BRIGADE ADVANCED EXTERIOR	NFPA 1081 (2001)	SV 03/30/06
INDUSTRIAL FIRE BRIGADE INCIPIENT	NFPA 1081 (2001)	SV 03/30/06
INDUSTRIAL FIRE BRIGADE INTERIOR STRUCTURAL	NFPA 1081 (2001)	SV 03/30/06
INDUSTRIAL FIRE BRIGADE LEADER	NFPA 1081 (2001)	SV 03/30/06
Public Fire and Life Safety Educator Series:		
PUBLIC FIRE & LIFE SAFETY EDUCATOR II	NFPA 1035 (2000)	AR 12/08/03
PUBLIC FIRE & LIFE SAFETY EDUCATOR III	NFPA 1035 (2000)	AR 12/08/03
JUVENILE FIRESETTER INTERVENTION SPECIALIST I	NFPA 1035 (2005)(U)	AR 09/19/06

Accredited Discipline Level	Standard/Edition	Method Date
Fire Service Instructor Series:		
FIRE SERVICE INSTRUCTOR III	NFPA 1041 (2003)	SV 12/09/04
Rescue Technician Series:		
RESCUE TECHNICIAN STRUCTURAL COLLAPSE	NFPA 1006 (2003)	AR 05/04/07
RESCUE TECHNICIAN ROPE	NFPA 1006 (2003)	SV 11/05/05
RESCUE TECHNICIAN STRUCTURAL COLLAPSE	NFPA 1006 (2003)	SV 11/05/05
RESCUE TECHNICIAN SURFACE WATER RESCUE	NFPA 1006 (2003)	SV 11/05/05
RESCUE TECHNICIAN TRENCH RESCUE	NFPA 1006 (2003)	AR 05/15/07
RESCUE TECHNICIAN VEHICLE & MACHINERY RESCUE	NFPA 1006 (2003)	SV
RESCUE TECHNICIAN CONFINED SPACE RESCUE	NFPA 1006 (2003)(U)	SV 12/16/04
RESCUE TECHNICIAN TRENCH RESCUE	NFPA 1006 (2003)(U)	SV 12/16/
SPECIAL FIRE POLICE OFFICER I	BUCKS COUNTY	AR 04/11/07
Public Information Officer Series:		
PUBLIC INFORMATION OFFICER	NFPA 1035 (2005)(U)	SV 07/28/06
Wildland Fire Fighter Series:		
WILDLAND FIRE FIGHTER I	NFPA 1051 (2002)	SV 07/28/06
WILDLAND FIRE FIGHTER II	NFPA 1051 (2002)	SV 07/28/06
Telecommunicator Series:		
TELECOMMUNICATOR I	NFPA 1061 (2002)	SV 03/25/04
TELECOMMUNICATOR II	NFPA 1061 (2002)	SV 03/25/04

Appendix 4.2
TRAINING COMPETENCY ORGANIZATION

The following training competencies are organized to facilitate the development of regional training offerings and infrastructure development.

Core Competency Training/Testing Programs
- Basic Firefighter Competencies
- Fire Fighter I
- Fire Fighter II
- Hazardous Materials Awareness
- Hazardous Materials Operations
- Wildland Fire Fighting
- Emergency Apparatus Driver Training

Enhanced Competency Training/Testing Programs
- Operations Training:
  - Hazardous Materials Technician
  - Fire Investigation
  - Pump Operations
  - Technical Rescue (NFPA 1670-based)
- Supervising Fire Officer Training
  - Fire Officer I
  - Incident Safety Officer
  - NIMS
  - Instructor I
  - Inspector I
- Managing Fire Officer Training
  - Fire Officer II
  - Multi-Company Incident Management
  - Public Information Officer
  - Fire Investigator I
  - Public Educator I
  - Leadership Development Series

Specialty Training/Testing Programs
- Administrative Fire Officer Training:
  - Fire Officer III
  - Inter-Jurisdictional Incident Management
  - IT Applications; Database Management
  - Leading Change
  - Negotiation; Mediation; Facilitation
  - Research & Technical Reporting
  - Strategic Planning; Deployment Planning

Additional consideration may want to be given to including all NFPA professional qualification positions and WSP certification levels.

Attachment to Appendix 4.2
EXAMPLE OF GUIDELINES FOR RECOGNITION OF REGIONAL TRAINING FACILITY
(FOR INFORMATION ONLY:
ILLUSTRATIVE OF IMPLEMENTATION DETAILS NOT YET FINALIZED OR APPROVED)

The following facilities/structures/props are necessary to deliver core competency training and testing. These facilities/structures/props may be mobile, portable or stationary.

There should be a careful evaluation of the requirements for certification testing to insure that facilities meet those needs.

***The Enhanced Competency Training & Testing and Specialty Training & Testing includes provisions based on the training requirements identified in the IAFC Officer Development Handbook*

CORE TRAINING & TESTING

FIREFIGHTER 1
Infrastructure:
- A Classroom with audio & visual capabilities.
- Sanitation facilities
- Food should be accessible within a reasonable distance.

Water Related:
- Hydrants to perform forward and reverse hose lays
- A hard all weather surface area on which hose lines can be laid repeatedly without damaging the hose.
- An area to flow water or foam from master stream devices and 2 ½" hose lines
- A structure or prop to practice hose advancement techniques. Ideally it should have multiple floors but not necessary

Ladder Related:
- A structure or prop that would require a 24 foot ladder to be used to remove a victim down the ladder
- A structure or prop that would require firefighters to use a ladder to access the roof
- A structure or prop that would facilitate the use of ropes for hoisting equipment

Search and Rescue Related:
- A structure or prop for primary and secondary search
- A structure or prop for forcible entry
- A structure or prop for vehicle extrication

Ventilation Related:
- A structure or prop for "sounding" to determine structural stability
- A structure or prop for vertical ventilation
- A structure or prop for horizontal ventilation

Live Fire Related:
- A structure or prop (gas or Class A fired) in which firefighters demonstrate hose advancement skills and fire extinguishment techniques
- A site where vehicle fires are extinguished
- A site for portable fire extinguishers use

Miscellaneous:
- A structure or prop for the control of gas, water, and electricity utilities
- An area for the control of ground cover fires
- A hard all-weather surface area for the driving of apparatus

Permits:
- All required burn permits.
- All required water permits.

FIREFIGHTER II

Infrastructure:
- A Classroom with audio & visual capabilities.
- Sanitation facilities
- Food should be accessible within a reasonable distance.

Live Fire Related:
- A site where liquid fuel fires are extinguished
- A structure or prop (gas or Class A fired) in which firefighters demonstrate team coordination skills and fire extinguishment techniques
- Flammable gas cylinder prop

Investigation Related:
- Burn prop or location where burn debris & evidence can be located

Vehicle Extrication Related:
- Site where vehicles may be located for forcible entry & extrication

Rescue Related:
- Site where confined space, structural collapse, vehicle/machinery, elevation, trench or water rescue awareness-level training may be performed

Water Related:
- Large enough area for fire hose testing
- Training site with fire hydrants

HAZARDOUS MATERIALS AWARENESS

Infrastructure:
- A Classroom with audio & visual capabilities.
- Sanitation facilities
- Food should be accessible within a reasonable distance.

HAZARDOUS MATERIALS OPERATIONS

Infrastructure:
- A Classroom with audio & visual capabilities.
- Sanitation facilities
- Food should be accessible within a reasonable distance.

Identification Related:
- Various hazardous materials containers

Decontamination Related:
- Adequate equipment and space to perform field decontamination tasks

Foam Application Related:
- Foam delivery equipment
- Adequate space to arrange liquid spill or conduct live-fire operations

Defensive Control Related:
- Adequate space, ground cover and topography to perform defensive control actions

WILDLAND FIREFIGHTING

Infrastructure:
- A Classroom with audio & visual capabilities.
- Sanitation facilities
- Food should be accessible within a reasonable distance.

Skills Related:
- Adequate space and ground cover for deploying of fire shelters
- Adequate space, ground cover and terrain for practicing fire line development and simulated firefighting tasks

EMERGENCY APPARATUS DRIVER TRAINING

Infrastructure:
- A Classroom with audio & visual capabilities.
- Sanitation facilities
- Food should be accessible within a reasonable distance.

Driving Related:
- Adequate space to lay out a driving obstacle course including the following stations:
  - Straight line
  - Dead-End Alley
  - Loading Dock
  - Offset Alley
  - Serpentine
  - Diminishing Clearance

ENHANCED TRAINNING & SPECIALTY TRAINING

OPERATIONS TRAINING:
HAZARDOUS MATERIALS TECHNICIAN
Infrastructure:
- A Classroom with audio & visual capabilities.
- Sanitation facilities
- Food should be accessible within a reasonable distance.

FIRE INVESTIGATION
Infrastructure:
- A Classroom with audio & visual capabilities.
- Sanitation facilities
- Food should be accessible within a reasonable distance.

PUMP OPERATIONS
Infrastructure:
- A Classroom with audio & visual capabilities.
- Sanitation facilities
- Food should be accessible within a reasonable distance.

TECHNICAL RESCUE
Infrastructure:
- A Classroom with audio & visual capabilities.
- Sanitation facilities
- Food should be accessible within a reasonable distance.

SUPERVISING OFFICER TRAINING:
FIRE OFFICER I
Infrastructure:
- A Classroom with audio & visual capabilities.
- Sanitation facilities
- Food should be accessible within a reasonable distance.

INCIDENT SAFETY OFFICER
Infrastructure:
- A Classroom with audio & visual capabilities.
- Sanitation facilities
- Food should be accessible within a reasonable distance.

NIMS
Infrastructure:
- A Classroom with audio & visual capabilities.
- Sanitation facilities
- Food should be accessible within a reasonable distance.

INSTRUCTOR I
Infrastructure:
- A Classroom with audio & visual capabilities.

- Sanitation facilities
- Food should be accessible within a reasonable distance.

INSPECTOR I
    <u>Infrastructure:</u>
- A Classroom with audio & visual capabilities.
- Sanitation facilities
- Food should be accessible within a reasonable distance.

MANAGING FIRE OFFICER TRAINING:
FIRE OFFICER II
    <u>Infrastructure:</u>
- A Classroom with audio & visual capabilities.
- Sanitation facilities
- Food should be accessible within a reasonable distance.

MULTI-COMPANY INCIDENT MANAGEMENT
    <u>Infrastructure:</u>
- A Classroom with audio & visual capabilities.
- Sanitation facilities
- Food should be accessible within a reasonable distance.

PUBLIC INFORMATION OFFICER
    <u>Infrastructure:</u>
- A Classroom with audio & visual capabilities.
- Sanitation facilities
- Food should be accessible within a reasonable distance.

FIRE INVESTIGATOR I
    <u>Infrastructure:</u>
- A Classroom with audio & visual capabilities.
- Sanitation facilities
- Food should be accessible within a reasonable distance.

PUBLIC EDUCATOR
    <u>Infrastructure:</u>
- A Classroom with audio & visual capabilities.
- Sanitation facilities
- Food should be accessible within a reasonable distance.

LEADERSHIP DEVELOPMENT
    <u>Infrastructure:</u>
- A Classroom with audio & visual capabilities.
- Sanitation facilities
- Food should be accessible within a reasonable distance.

SPECIALTY TRAINING & TESTING

ADMINISTRATIVE FIRE OFFICER:
FIRE OFFICER III
    <u>Infrastructure:</u>
- A Classroom with audio & visual capabilities.
- Sanitation facilities
- Food should be accessible within a reasonable distance.

INTER-JURISDICTIONAL INCIDENT MANAGEMENT
    <u>Infrastructure:</u>

- A Classroom with audio & visual capabilities.
- Sanitation facilities
- Food should be accessible within a reasonable distance.

IT APPLICATIONS; DATABASE MANAGEMENT
<u>Infrastructure:</u>
- A Classroom with audio & visual capabilities.
- Sanitation facilities
- Food should be accessible within a reasonable distance.

LEADING CHANGE
<u>Infrastructure:</u>
- A Classroom with audio & visual capabilities.
- Sanitation facilities
- Food should be accessible within a reasonable distance.

NEGOTIATION; MEDIATION; FACILITATION
<u>Infrastructure:</u>
- A Classroom with audio & visual capabilities.
- Sanitation facilities
- Food should be accessible within a reasonable distance.

RESEARCH & TECHINCAL REPORTING
<u>Infrastructure:</u>
- A Classroom with audio & visual capabilities.
- Sanitation facilities
- Food should be accessible within a reasonable distance.

STRATEGIC PLANNING; DEPLOYMENT PLANNING
<u>Infrastructure:</u>
- A Classroom with audio & visual capabilities.
- Sanitation facilities
- Food should be accessible within a reasonable distance.